



On-Demand Writing

Sample Released Writing Prompts with Annotated
Student Responses and Multiple-Choice Items
Spring 2009



Grade 5





Sample Released Writing Prompts with Annotated Student Responses and Multiple-Choice Items Spring 2009

<p>This document contains released writing tasks and multiple-choice items from the Spring 2009 Kentucky Core Content Test.</p>

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Kentucky Writing Scoring Rubric

0	1	2	3	4
CONTENT				
Purpose and Audience; Idea Development and Support				
<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Lacks purpose <input type="checkbox"/> Lacks awareness of audience <input type="checkbox"/> Lacks idea development; may provide random details 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to establish a general purpose; lacks focus <input type="checkbox"/> Indicates limited awareness of audience's needs <input type="checkbox"/> Demonstrates limited idea development with few details and/or weak support; may attempt to apply some characteristics of the genre 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Attempts to establish and maintain a narrowed purpose; some lapses in focus <input type="checkbox"/> Indicates some awareness of audience's needs; makes some attempt to communicate with an audience; may demonstrate some voice and/or tone <input type="checkbox"/> Demonstrates some idea development with details/support; support may be unelaborated, irrelevant and/or repetitious; may apply some characteristics of the genre 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains an authentic focused purpose throughout <input type="checkbox"/> Indicates an awareness of audience's needs; communicates adequately with audience; conveys voice and/or appropriate tone <input type="checkbox"/> Demonstrates depth of idea development with specific, sufficient details/support; applies characteristics of the genre 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Establishes and maintains an authentic and insightful focused purpose throughout <input type="checkbox"/> Indicates a strong awareness of audience's needs; communicates effectively with audience; sustains distinctive voice and/or appropriate tone <input type="checkbox"/> Demonstrates reflective, analytical and/or insightful idea development; provides specific, thorough support; skillfully applies characteristics of the genre
0	1	2	3	4
STRUCTURE				
Organization: unity and coherence; Sentences: structure and length				
<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates random organization <input type="checkbox"/> Lacks transitional elements <input type="checkbox"/> Demonstrates incorrect sentence structure throughout 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates ineffective or weak organization <input type="checkbox"/> Demonstrates limited and/or ineffective transitional elements <input type="checkbox"/> Demonstrates some ineffective or incorrect sentence structure 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates logical organization with lapses in coherence <input type="checkbox"/> Demonstrates some effective transitional elements <input type="checkbox"/> Demonstrates simple sentences; may attempt more complex sentences but lacks control of sentence structure 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates logical, coherent organization <input type="checkbox"/> Demonstrates logical, effective transitional elements throughout <input type="checkbox"/> Demonstrates control and variety in sentence structure 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates careful and/or subtle organization that enhances the purpose <input type="checkbox"/> Demonstrates varied and subtle transitional elements throughout <input type="checkbox"/> Demonstrates control, variety and complexity in sentence structure to enhance meaning
0	1	2	3	4
CONVENTIONS				
Language: grammar and usage, word choice; Correctness: spelling, punctuation, capitalization, abbreviation and documentation				
<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates lack of control in grammar and usage <input type="checkbox"/> Demonstrates incorrect or ineffective word choice <input type="checkbox"/> Demonstrates lack of control in correctness 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates some control of grammar and usage with some errors that do not interfere with communication <input type="checkbox"/> Demonstrates simplistic and/or imprecise word choice <input type="checkbox"/> Demonstrates some control of correctness with some errors that do not interfere with communication 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates control of grammar and usage relative to length and complexity <input type="checkbox"/> Demonstrates acceptable word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness relative to length and complexity 	<p>The writing:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrates control of grammar and usage to enhance meaning <input type="checkbox"/> Demonstrates accurate, rich and/or precise word choice appropriate for audience and purpose <input type="checkbox"/> Demonstrates control of correctness to enhance communication 	

Writing Task Directions

This part of the test contains two writing tasks. Read the two writing tasks carefully. Choose ONE of the writing tasks to complete. You will have 60 minutes to complete this task. You may not work or conference with anyone.

- Think about what you want to write.
- Use your Writer's Reference Sheet to guide you in planning, revising, and editing your response.
- Use a prewriting/planning activity such as making notes, outlining, webbing, mapping, clustering, or brainstorming on paper provided by your teacher.
- Review the scoring criteria on the following page. These criteria will be used to score your work.
- Write a draft on paper provided by your teacher.
- Revise and edit your draft. You may use a dictionary and/or thesaurus.
- Write the FINAL copy in the space provided in your Student Response Booklet (Writing – Part B).

REMEMBER: The prewriting/planning activities will NOT be scored. Only your final copy in your Student Response Booklet will be scored. DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER PART OF THE TEST.

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Purpose/ Audience

The degree to which the writer maintains a focused purpose to communicate with an audience by:

- narrowing the topic to establish a focus
- analyzing and addressing the needs of the intended audience
- adhering to the characteristics (e.g., format, organization) of the form
- employing a suitable tone
- allowing a voice to emerge when appropriate

Idea Development/ Support

The degree to which the writer develops and supports main ideas and deepens the audience's understanding by using:

- logical, justified, and suitable explanation
- relevant elaboration
- related connections and reflections
- idea development strategies (e.g., bulleted lists, definitions) appropriate for the form

Organization

The degree to which the writer creates unity and coherence to accomplish the focused purpose by:

- engaging the audience and establishing a context for reading
- placing ideas and support in a meaningful order
- guiding the reader through the piece with transitions and transitional elements
- providing effective closure

Sentences

The degree to which the writer creates effective sentences that are:

- varied in structure and length
- constructed effectively
- complete and correct

Language

The degree to which the writer demonstrates:

- word choice
 - ✓ strong verbs and nouns
 - ✓ concrete and/or sensory details
 - ✓ language appropriate to the content, purpose, and audience
- concise use of language
- correct usage/grammar

Correctness

The degree to which the writer demonstrates:

- correct spelling
- correct punctuation
- correct capitalization
- correct documentation of sources

Writer's Reference Sheet

Follow the steps below to help you successfully write your response.

Focusing

- ✓ Read the task to identify your purpose and audience and the form of writing you should use.
- ✓ Think about information you may have (personal experiences, current issues, and your knowledge about this topic) that will help you fulfill the purpose in your response to the task and meet the needs of the audience.

Prewriting

- ✓ After reading the task and focusing your thinking, begin to plan what you will write.
 - Select and narrow your topic.
 - Focus on your purpose by identifying a central/controlling idea.
 - Identify your audience's needs.
 - Generate and organize your ideas and support. (You may use graphic organizers.)

Drafting

- ✓ Write a first draft of your response to the task on paper provided by your teacher.

Revising

- ✓ Be sure to review your writing for the following:
 - Focus and attention to purpose and audience
 - Development of ideas, details, and support
 - Clear organization, with transitions as necessary
 - Variety of sentence structures

Editing

- ✓ Review your writing and correct any errors in sentence structure, word choice, punctuation, capitalization, and spelling.

Publishing

- ✓ The final draft of your response must be written in your Student Response Booklet.

As you revise, ask yourself these important questions.

When I organized my writing, did I

- include an attention-getting lead (such as a quote, a question, or a statement)?
- develop the body (with supporting details, transitions, and paragraphs)?
- conclude effectively (by referring back to the lead, asking the audience to take action, leaving the audience something to think about, etc.)?

If it is a letter, have I

- used the correct letter form (business or friendly)?
- supported my purpose with details?
- answered my audience's anticipated questions?

If it is an editorial, have I

- given my opinion?
- supported my opinion with reasons?
- given examples, statistics, stories, etc., to support each reason?

If it is an article, have I

- focused on an interesting angle of the topic?
- supported my purpose with relevant idea development?
- used text features effectively (sections with headings, bulleted lists, etc.)?

If it is a speech, have I

- met the needs of my audience?
- supported my purpose with details that will engage the audience?

Remember to print or write neatly.

Grade 5 On-Demand and Multiple-Choice Overview

Grade 5 On-Demand Writing Information

The on-demand writing tasks are designed to assess students' abilities to use appropriate forms, conventions, and styles to communicate ideas and information given a specific audience, purpose, and form for the piece of writing. Common purposes include persuading, narrating an event for a transactive purpose, and informing. Common forms of written responses at grade 5 include letters and articles.

Narrate an Event for a Transactive Purpose

Students will use narration (a story or an account) in order to support an idea, opinion, conclusion, interpretation, request, etc. The storyline, which could be based on the student's experience, **is a way of developing the writing in order to accomplish a realistic, transactive purpose.**

All writing for the on-demand writing test is transactive in nature, so when students develop their writing by using narration, their purpose is **not** to complete, for example, a personal narrative. The story is a **means of helping students inform/persuade readers to accept their ideas, opinions, conclusions, etc.** The story is **one form of support and idea development** available to the writer in accomplishing his or her purpose.

Some ways to indicate this purpose:

- "Tell about a time . . ."
- "Refer to your own experience and . . ."
- "From your own experience, relate an incident that . . ."

Persuade

Students will write in order **to convince the reader to take some action or to accept the writer's idea, request, opinion, conclusion, interpretation, plan, recommendation, etc.** Providing readers with appropriate information may well be a part of the persuasive writing, but student writers also should remember that their purpose is **to convince the reader to agree with the writer's ideas or to take the action the writer advocates.**

Students should show awareness of their audience in developing the persuasive writing. They should develop the writing in ways to convince the reader. Some ways to indicate this purpose:

- "Convince readers to . . ."
- "Write to help others accept your opinion about . . ."
- "Urge readers to . . ."

Inform

Students will write in order **to present information and provide explanation that can help readers understand something relevant to students’ lives and experiences (e.g., issue, problem, need, event) or to accomplish a task/procedure, achieve a goal, solve a problem, etc.**

Students should be reminded that merely providing information is not enough for writing such as that called for in the on-demand writing test. Explanation (idea development) is needed. In writing to inform, students should reveal their thinking and their ability to communicate effectively with readers. Writing to inform, then, will provide explanation, information, and other support to accomplish a realistic purpose. In developing the writing, students should show their ability to communicate effectively with readers, not merely repeat information they have learned, as in writing to demonstrate learning to the teacher.

Some ways to indicate this purpose:

- “Help readers understand that . . . ”
- “Share your knowledge . . . ”
- “Provide information that will . . . ”

Multiple-Choice Writing Assessment Information

The multiple-choice assessment is comprised of 12 items that address the Revising and Editing components of the Writing Process subdomain of the Writing Core Content for Assessment 4.1.

Grade 5 Prompt with Student Responses

Persuade: Article

Sample Writing Task

Situation:

Your school newspaper is sponsoring a “Favorite Teacher” contest. The winner will be selected based on the readers’ votes. To enter your favorite teacher in this contest, you must give reasons for your choice.

Writing Task:

Write an article for the school newspaper to persuade readers to vote for the teacher you chose to win the contest. Be sure to include details that will show why the readers should vote for your choice.

Academic Expectations: 1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes.

Core Content Code:**WR-E-1.1.0**

Purpose/Audience: Students will establish and maintain a focused purpose to communicate with an authentic audience by

- Narrowing the topic to create a specific purpose for writing
- Establishing a controlling idea, theme, or conclusion about the topic
- Choosing a perspective authentic to the writer
- Analyzing and addressing the needs of the intended audience
- Adhering to the characteristics of the form
- Applying a suitable tone
- Allowing voice to emerge when appropriate

See Core Content Code WR-05-1.1.3 for specific indicators dealing with transactive writing.

WR-E-1.2.0

Idea Development/Support: Students will support main ideas and deepen the audience’s understanding of purpose by

- Developing logical, justified, and suitable explanations
- Providing relevant elaboration
- Explaining related connections or reflections
- Applying idea development strategies appropriate for the form

See Core Content Code WR-05-1.2.3 for specific indicators dealing with transactive writing.

WR-E-2.3.0

Organization: Students will create unity and coherence to accomplish the focused purpose by

- Engaging the audience
- Establishing a context for reading when appropriate
- Communicating ideas and support in a meaningful order
- Applying transitions and transitional elements to guide the reader through the piece
- Developing effective closure

See Core Content Code WR-05-2.3.3 for specific indicators dealing with transactive writing.

WR-E-2.4.0

Sentence Structure: Students will create effective sentences by

- Applying a variety of structures and lengths
- Developing complete and correct sentences unless using unconventional structures for an intentional effect when appropriate

See Core Content Code 05-2.4.3 for specific indicators dealing with transactive writing.

WR-E-3.5.0

Language: Students will exemplify effective language choices by

- Applying correct grammar and usage
- Applying concise use of language
- Incorporating strong verbs, precise nouns, concrete details, and sensory details
- Applying language appropriate to the content, purpose, and audience

See Core Content Code 05-3.5.3 for specific indicators dealing with transactive writing.

WR-E-3.6.0

Correctness: Students will communicate clearly by

- Applying correct spelling
- Applying correct punctuation
- Applying correct capitalization
- Incorporating acceptable departure from standard correctness to enhance meaning when appropriate
- Incorporating appropriate documentation of ideas and information from outside sources (e.g., citing authors or titles within the text, listing sources)

Student Response

Score: 4-4-4

Entertaining Ms.

Knowledge, hidders, and Kickball, also known as Fifth grade. This is where Ms. _____, my fifth grade teacher here at _____, comes in. This year, she has stuck with my classmates and me through thick and thin. In other words, Ms. _____ should be voted Favorite Teacher because of her numerous wonderful qualities.

Smart Students

To begin with, she always ensures that her students comprehend the material well. By joking and using amusing examples, she makes befuddling content seem simple. When we don't quite grasp the idea, she goes over it until it finally clicks.

Earlier this year, she assigned a workbook page. Upon returning the graded pages, she informed us we would repeat the lesson, since the highest grade was a C+.

She recognized this lapse in comprehension as her fault, because she did not adequately explain the concept. Thus, we relearned the information.

Conversing Class

In addition, she engages in lively conversations with the class. Ms. _____ encourages debates and discussions, sometimes working as the mediator, other times putting in her own opinion. In the mornings, there's usually a friendly "Hi, _____!" or other greeting. It's typical for her to ask "How did you sleep?" or "How was your weekend?" She treats the

Student Response

Score: 4-4-4

class like we're adults, and doesn't look down on us.

Prized Pupils

Not only does she participate in lively classroom discussions, but she also rewards hard work. Difficult questions that are correctly responded to often land a Brain Award, where she gives you a small prize, or extra recess. Extremely tough questions are rewarded with Major Brain Awards where you can help teach a younger class, or with parent's permission, get a soda from the teacher's lounge. Often, she asks you to find the word she's talking about, with hints. Once, she was explaining how one person may view an event one way, and another have a different opinion. She asked a few people what that word that described this was. Upon asking on them, she announced it as a Major Brain Award, ~~since no one got it correct~~. She called on me, and I answered correctly! That night, I received parental consent to get a soda, and received a Pepsi from the vending machine.

You may be concerned about voting for someone you don't know. I can't really help that. However, I can tell you that many other teachers like Ms. _____. Anyone who knows her now has an image, a thought, or an amazing memory etched firmly into their memory, including me. Ms. _____, essentially, is unforgettable.

To sum it all up, Ms. _____ is unforgettable. Surviving Fifth grade is not easy, but with the help of her, I pulled through. She is always having a conversation with at least one of us, which makes us feel important.

Student Response

Score: 4-4-4

She ensures we understand the information in the textbooks. She also rewards our good listening and hard work. We've become a family, and like siblings, we're not always best of friends, but by the end of the day we'll be doubled over laughing, thanks to Ms. Her numerous great qualities should earn her Favorite Teacher. One thing I learned? You need a good teacher, like Ms., to survive a year of knowledge, Xidders, and Kickball.

Annotation

4 Content

The writer establishes and maintains an authentic and insightful purpose by stating that her teacher possesses “numerous wonderful qualities” in the first paragraph and explaining why her teacher deserves this honor in the following paragraphs (i.e., the teacher is interested and concerned about the students, she is warm and friendly, she treats them with respect, she motivates them). The writer narrates for the transactive purpose by focusing on her theme and goal throughout the response.

The writing indicates a strong awareness of the audience’s need for relevant and persuasive information. The information in the article shows what it is like to be a student in the teacher’s class (e.g., “She treats the class like we’re adults, and doesn’t look down on us”). The writer indicates strong awareness of audience by defining “brain awards” for the reader: “Difficult questions that are correctly responded to often land a Brain Award, where she gives you a small prize, or extra recess.” The writer also speaks directly to the audience to address possible concerns: “You may be concerned about voting for someone you don’t know,” “However, I can tell you that many other teachers like Ms. _____.”

The writer communicates effectively with the audience. The writing conveys the article’s message and purpose throughout. The writer includes information about the teacher that would be important to the audience (e.g., “When we don’t quite grasp the idea, she goes over it [schoolwork] until it finally clicks,” “Not only does she participate in lively classroom discussions, but she also rewards hard work”). The writing sustains a distinctive voice and an appropriate tone. The writer’s voice comes through strongly in sentences such as “In other words, Ms. _____ should be voted Favorite Teacher because of her numerous wonderful qualities” and “You may be concerned about voting for someone you don’t know.” The tone is businesslike. The tone helps the writer to persuade the audience that the information in the article is truthful and accurate. A businesslike tone is appropriate for a persuasive article (e.g., “She ensures we understand the information in the textbooks. She also rewards our good listening and hard work”).

The writing demonstrates reflective, analytical, and insightful idea development. The writer carefully explains and defends her ideas with relevant supporting details. In the second paragraph, the writer states that her teacher “always ensures that her students comprehend the material well.” The writer demonstrates insight into the teacher’s instruction and reflection in the support she provides for this idea: “She recognized this lapse in comprehension as her fault, because she did not adequately explain the concept.”

The writer skillfully applies characteristics of the genre. The central ideas and supporting details are appropriate for the purpose of a persuasive article and the audience of the student body.

Annotation

4 Structure

The writing demonstrates careful organization that enhances the purpose. The main idea and purpose of the article are included in the introduction in the first paragraph (“In other words, Ms. _____ should be voted Favorite Teacher . . .”). The writer provides support for the main idea in the second through the fifth paragraphs. The writer restates the teacher’s “numerous wonderful qualities” in the conclusion in the last paragraph.

The writing demonstrates varied and subtle transitional elements to connect and switch topics. The transitional elements include phrases, words, and clauses (e.g., “To begin with,” “Earlier this year,” “To sum it all up,” “Thus,” “However,” “When we don’t quite grasp the idea,” “Not only does she does she participate in lively classroom discussions”). The writer repeats the pronoun “she” as a transitional element in the conclusion (e.g., “She is always having a conversation with at least one of us,” “She ensures we understand the information in the textbooks,” “She also rewards our good listening and hard work”).

The writing demonstrates control, variety, and complexity in sentence structure. The writer switches between the passive and active voices to emphasize important persuasive ideas (e.g., “This is where Ms. _____, my fifth grade teacher here at _____ comes in. This year, she has stuck with my classmates and me through thick and thin”). The use of short and long sentences in the article enhances the meaning (“She ensures we understand the information in our textbooks. She also rewards our good listening and hard work. We’ve become a family, and like siblings, we’re not always best of friends, but by the end of the day we’ll be doubled over laughing, thanks to Ms. _____”).

4 Conventions

The writing demonstrates control of grammar and usage to enhance meaning. The writer uses figurative phrases to communicate information about the teacher (e.g., “When we don’t quite grasp the idea, she goes over it until it finally clicks,” “This year, she has stuck with my classmates and me through thick and thin”). The alliterations used in the subtitles are examples of grammar and usage to enhance meaning through play-on-words (e.g., “Smart Students,” “Prized pupils,” “Conversing Class”). The writer also uses grammar to add rhythm in the writing (“Anyone who knows her now has an image, a thought, or an amazing memory etched fondly into their memory, including me. Ms. _____, essentially, is unforgettable”).

The writing demonstrates rich word choice. Words such as “wonderful,” “ensures,” “lively,” and “unforgettable” convey why the writer believes Ms. _____ should win the “Favorite Teacher” contest and persuade the audience to vote for her.

The writing demonstrates control of correctness to enhance communication. The writer spells grade-level and above grade-level words correctly (e.g., “adequately,” “comprehension”). The writer punctuates and capitalizes sentences correctly throughout the response, enhancing communication (“In the mornings, there’s usually a friendly ‘Hi, _____!’ or other greeting”). The writer’s use of commas throughout with introductory phrases also enhances communication.

My Favorite Teacher

By:

My pick for the "Favorite Teacher" contest would have to be . . . Mrs. . . . Mrs. . . . was my fifth grade teacher, and she was superb.

First of all, she always had a smile on her face every morning which really lifted me up and made me want to try harder.

Also, she helped me understand things when I couldn't. For example, when I came in late one morning, I did not understand anything we were doing. So, she took me to her desk and told me with plenty of details what to do on the worksheet. I still did not understand yet, but she did not give up. She continued trying to help me and finally, it paid off. I made a 100% on the worksheet.

Next, she made learning fun. When we learned about Historical Williamsburg, we got to go to the library where she had actually set up Williamsburg. We got to do things people in the historical times did. We even got to go to the Raleigh Tavern and drink Kool-Aid, eat crackers, and play a board game! Which helped me do better on test because I

Student Response

Score: 3-3-3

learned hands-on.

Finally, I think Mrs. _____ is my favorite teacher is because, during testing, once a majority of the students were finished, she would take us into the gym while Mrs. _____ stayed with the others. We got to play this fun game called "Bacon." You see, she didn't make us stay in the classroom, we got to go play and have fun.

To sum up my thoughts, I hope you now know that Mrs. _____ is the best choice and you will choose her to win. PLEASE VOTE!

3 Content

The writing establishes and maintains an authentic, focused purpose throughout. The writer states that Mrs. _____ is her choice for “Favorite Teacher” in the first paragraph and explains why this is so in the following paragraphs (e.g., “she helped me understand things when I couldn’t,” “she made learning fun”).

The writing indicates an awareness of the audience’s need for information about the teacher from someone who knows and respects her (e.g., “she was my fifth grade teacher,” “Finally, I think Mrs. _____ is my favorite teacher is because, during testing, once a majority of the students were finished, she would take us into the gym while Mrs. _____ stayed with the others”). The writing communicates adequately with the audience. The information given about the teacher is appropriate for the audience, which consists of the writer’s fellow students at the school (e.g., “she always had a smile on her face every morning which really lifted me up and made me want to try harder”). The writing conveys voice (“You see, she didn’t make us stay in the classroom, we got to go play and have fun”). The tone is appropriate for an article for the school newspaper. It is conversational and direct (“My pick for the ‘Favorite Teacher’ contest would have to be . . . Mrs. _____,” “Next, she made learning fun”).

The writing demonstrates depth of idea development with specific support. The main idea of the article is stated in the first paragraph (e.g., “My pick for the ‘Favorite Teacher’ contest would have to be Mrs. _____,” “Mrs. _____ was my fifth grade teacher, and she was superb”). The writer uses various key ideas as support for the main idea in the following paragraphs. Key ideas include that the teacher is cheerful and encouraging (e.g., “First of all, she always had a smile on her face every morning which really lifted me up and made me want to try harder”); she is helpful and dedicated (e.g., “I still did not understand yet, but she did not give up. She continued trying to help me and finally it paid off”), and she is inventive and fun (e.g., “When we learned about Historical Williamsburg, we got to go to the library where she had actually set up Williamsburg”).

3 Structure

The writing demonstrates logical and coherent organization. The writer organizes her ideas by separating them into individual paragraphs, providing a structure for the article that allows the writer to state her ideas clearly. The response contains an introduction in the first paragraph and a conclusion in the last paragraph. The last sentence in the article provides a call to action (“PLEASE VOTE!”). The writing demonstrates logical, effective transitional elements throughout the response. The writer uses simple transitional phrases and words to connect paragraphs and sentences within paragraphs (e.g., “First of all,” “Also,” “For example,” “Next,” “Finally”).

The writing demonstrates control and variety in sentence structure. There are simple sentences (e.g., “Also, she helped me understand things when I couldn’t”), compound sentences (e.g., “I still did not understand yet, but she did not give up”), and complex sentences (e.g., “For example, when I came in late one morning, I did not understand anything we were doing”).

Annotation

3 Conventions

The writing demonstrates control of grammar and usage relative to length and complexity, allowing the writer to communicate her meaning throughout the response (e.g., “She continued trying to help me and finally, it paid off,” “To sum up my thoughts, I hope you now know that Mrs. _____ is the best choice and you will choose her to win,” “PLEASE VOTE”).

The writing demonstrates acceptable word choice appropriate for the audience and purpose (“superb,” “details,” “sum up,” “best choice”). The writing demonstrates control of correctness relative to the length and complexity of the response. The writer spells words correctly. There are a few minor errors in punctuation. The writer correctly capitalizes titles, proper nouns, and first words in the article.

Student Response

Score: 2-2-3

My favorite teacher

By

Hi! My name is _____ and I'm entering my favorite teacher contest. My favorite teacher is Mrs. _____. I'm going to tell you a little bit about Mrs. _____. She been to many places in her life time including: France, Italy, Germany, and London. In the first week of school she told us her stories about where she's been. She told me a whole lot of new things about these countries such as: I didn't know that Italy was known worldwide for their pastries. She said she had a cream filled donut and it was delicious. She said instead of the thick creamy filling like we have in America it was light and fluffy. She said she could've eaten four of them. She also does something most teachers can't do: she makes learning fun! Instead of non stop work she disguises the work with fun. She gives us stations daily. We do activities such as making a postage stamp for a different country, finding out info about different states, and geography games. She's also very friendly and understanding, if you can't understand something she'll show you no matter how long it takes. We also are aloud to choose where we want to sit, there's no assigned seats. I hope

Student Response

Score: 2-2-3

Mrs. _____ wins the favorite teacher contest for all the
work she's done for the sixth grade.

2 Content

The writer attempts to establish and maintain a narrowed purpose. There are some lapses in focus, beginning with a bit of incorrect information about the contest in the first sentence (e.g., “Hi, My name is _____ and I’m entering my favorite teacher contest”); the writer most likely means that he is entering Mrs. _____ in the “Favorite Teacher” contest. The writer states that Mrs. _____ is a world traveler and shares stories about her travels with her students. By mentioning the stories, the writer seems to be implying that they are educational, but he does not explain why he thinks so (e.g., “I didn’t know that Italy was known worldwide for their pastries,” “She said she had a cream filled donut and it was delicious,” “She said she could’ve eaten four of them”). The writer finally focuses on the writing task in the second half of the article, where he lists relevant facts about the teacher (e.g., “She makes learning fun!”, “If you can’t understand something she’ll show you no matter how long it takes”). The lapses in focus persist in the second half of the article in sentences where the writing is vague (e.g., “She gives us stations daily”).

The writing indicates some awareness of the audience’s need for information relevant to the writing task (e.g., “My favorite teacher is Mrs. _____,” “She also does something that most teachers can’t do: she makes learning fun!”). The writer also makes some attempt to communicate with the audience (e.g., “I’m going to tell you a little bit about Mrs. _____,” “I hope Mrs. _____ wins the favorite teacher contest for all the work she’s done for the sixth grade”). The writing demonstrates some voice. The writer’s voice is warm and enthusiastic and seems to reflect his personality (“Hi! My name is _____,” “I didn’t know that Italy was known worldwide for their pastries”).

The writing demonstrates some idea development with details (e.g., “Instead of nonstop work she disguises the work with fun,” “We do activities such as making a postage stamp for a different country”). Many of the details, however, are irrelevant and unelaborated (“She said she had a cream filled donut and it was delicious,” “She gives us stations”) and do not support idea development to enhance the transactive purpose in the response.

2 Structure

The writing demonstrates logical organization with lapses in coherence. The article is one long paragraph. The writer could have improved organization and coherence by dividing the writing into two paragraphs at the sentence “She also does something most teachers can’t do: she makes learning fun!” The article has a clear beginning (e.g., “Hi! My name is _____”) and a clear, but abrupt, ending (e.g., “I hope Mrs. _____ wins the favorite teacher contest for all the work she’s done for the sixth grade”). The writing demonstrates some transitional elements, mostly consisting of simple phrases and words (e.g., “She also,” “Instead,” “We also”).

The writing demonstrates simple sentences (e.g., “I’m going to tell you a little bit about Mrs. _____,” “She said she could’ve eaten four of them”). The writer attempts more complex sentences but lacks control of sentence structure (e.g., “We do activities such as making a postage stamp for a different country, finding out info about different state and geography games,” “We also are aloud to choose where we want to sit, there’s no assigned seats”).

3 Conventions

The writing demonstrates control of grammar and usage relative to length and complexity, communicating certain ideas effectively (e.g., “In the first week of school she told us her stories about where she’s been,” “She also does something most teachers cant do: she makes learning fun!”). The writing demonstrates acceptable word choice appropriate for the audience and purpose (“lifetime,” “teaching,” “understanding”). The writer demonstrates an ability to use figurative language (e.g., “She disguises the work with fun”).

The writing demonstrates control of correctness relative to length and complexity. The writer spells grade-level words correctly (e.g., “worldwide,” “nonstop,” “activities”), but some spelling errors are found (e.g., “disgeses,” “delicious,” “aloud” instead of “allowed”). The writer punctuates most of the sentences correctly, but makes mistakes in writing contractions (e.g., “I m,” “cant,” “dind’t”). The writer demonstrates correct and effective use of the colon in the sentence “She also does something most teachers cant do: she makes learning fun!”

Student Response

Score: 2-2-2

Dear students,

you should vote for Mrs. because she is a nice, and respectful person. Just to let ya know try not to do anything out of order because there's a 100% chance to being on her bad side if ya do. She'll treat you the way you want to be treated if you don't act up.

Mrs. is my teacher, and a very good one to. She takes things where you can actually learn how to do it. She should be the "Favorite teacher" because of that. The things she does makes you want to vote for her even more.

Mrs. is so nice almost every time I go to math we always get to play a math game. It helps us to remember how to do things like multiples, and things like that. If you vote for Mrs. you will always be on her good side.

She can make things so much happier for you. Mrs. is a pretty teacher, but the bad side of her is just plain ugly. Please vote for Mrs. She will be so happy to see how many votes she got.

Sincerely,

P.S. Vote for Mrs. she really deserves it!

Annotation

2 Content

The writer attempts to establish and maintain a narrowed purpose (e.g., “Dear students,” “you should vote for Mrs. _____ because she is a nice, and respectful person”). The writing contains some lapses in focus, as in the first paragraph, where the writer tells the audience members to vote for Mrs. _____, but does not say that they should vote for her for favorite teacher. This writer often strays from the persuasive purpose of the writing task (e.g., “Just to let ya know try not to do anything out of order because, there’s a 100% chance to being on her bad side if ya do”). Lapses prevent the writer from narrating for the transactive purpose.

The writing indicates some awareness of the audience’s need for information describing what Mrs. _____ is like as a teacher. After reading the article, the audience would most likely be persuaded that Mrs. _____ is strict but fair and that she cares about her students (e.g., “She’ll treat you the way you want to be treated if you don’t act up,” “she is a nice, and respectful person”). The writing indicates some awareness of the audience’s need for the main idea to be restated at the end of the article (e.g., “P.S. Vote for MrS. _____ she really deserves it!”). The writer makes some attempt to communicate with the audience (e.g., “Dear Students,” “Just to let ya know”). The writing demonstrates some tone. The tone is friendly and conversational and is appropriate for the audience and purpose.

The writing demonstrates some idea development with unelaborated and irrelevant support (e.g., “The things she does makes you want to vote for her even more,” “If you vote for Mrs. _____ you will always be on her good side”). The writer applies some characteristics of the genre, such as ending the letter with a strong and definite message (e.g., “P.S. Vote for MrS. _____ she really deserves it!”) and attempting persuasive arguments (e.g., “The things she does makes you want to vote for her even more”). The prompt instructs students to write an article, but this student wrote a letter. A letter is an appropriate format for a persuasion that will be published in the school newspaper and read by the writer’s fellow students.

2 Structure

The writing demonstrates logical organization with lapses in coherence. The writer uses paragraphs to organize the letter, making it easier for the audience to read and follow. The response contains an introduction (e.g., “you should vote for Mrs. _____ because she is a nice, and respectful person”) and a conclusion (e.g., “Please vote for Mrs. _____. She will be so happy to see how many votes she got”).

The writing demonstrates some effective transitional elements. The writer uses simple transition words (e.g., “because,” “if,” “but”) to connect ideas (e.g., “you should vote for Mrs. _____ because she is a nice, and respectful person,” “She’ll treat you the way you want to be treated if you don’t act up”).

Annotation

The writing demonstrates simple sentences (e.g., “Mrs. _____ is my teacher, and a very good one to,” “She can make things so much happier for you”). The writer attempts more complex sentences but lacks control of sentence structure (e.g., “Mrs. _____ is so nice almost everytime I go to math we always get to play a math game”).

2 Conventions

The writer demonstrates some control of grammar and usage with some errors that do not interfere with communication. The grammatical errors include incorrect verbs (e.g., “she dose makes”) and vague pronouns (e.g., “She takes things where you can acually learn how to do it,” “It helps us to remeber how to do things”). The usage errors include the word “being” instead of “getting” in “there’s a 100% chance to being on her bad side.”

The writing demonstrates simplistic and imprecise word choice (e.g., “She takes things where you can acually learn how to do it,” “It helps us to remember how to do things like multiples, and things like that”).

The writer demonstrates some control of correctness with some errors that do not interfere with communication. The writer spells most grade-level words correctly (“respectful,” “treated,” “multiples”) but seems to spell pronouns based on his or her pronunciation, (e.g., “ya”). Other misspelled words include “actually” (e.g., “acually”), “plain” (e.g., “plan”), and “remember” (e.g., “remeber”). The writer demonstrates some control of punctuation. There are comma errors (e.g., “you should vote for Mrs. _____ because she is a nice, and respectful person,” “It helps us to remeber how to do things like multiples, and things like that”). The writer demonstrates some control of capitalization. Most first words of sentences and proper nouns are capitalized (e.g., “Please vote for Mrs. _____. She will be so happy to see how many votes she got”). There are two capitalization errors at the beginning of the letter. The word “students” in the salutation and the first word (“you”) of the first sentence are not capitalized.

Student Response

Score: 1-1-1

MY favorite teacher is MS.
because she is very helping and nice to
me and my classmates. She is my
favorite teacher because she is
trust worthy and funny. She dose'n't
give US much homework at night. She
is very fun and dose stuff with us
she is the best teacher in the world.

Annotation

1 Content

The writer attempts to establish a general purpose, but the writing lacks focus. The writer explains why Ms. _____ is his or her favorite teacher but does not mention the “Favorite Teacher” contest, important information that would support the transactive purpose. The writer provides a few details that describe Ms. _____ and why the writer likes her, but this is only part of what the writer needs to do to persuade the audience to vote for the teacher.

The writing indicates limited awareness of the audience’s needs. The writer does not explain the purpose of the response, which forces the audience to guess the purpose and to infer what the writer wants them to do with the information in the article.

The writing demonstrates limited idea development. The writer provides a short list of ideas that are relevant to the topic and purpose of the writing, but provides few details to support them (e.g., “She is my favorite teacher because she is trust worthy and funny,” “She dose’nt give us much homework at night,” “She is very fun and dose stuff with us”). The writer attempts to apply some characteristics of the genre by including an introduction (e.g., “My favorite teacher is Ms. _____ because she is very helping and nice to me and my classmates”) and a conclusion (e.g., “She is the best teacher in the would”).

1 Structure

The writing demonstrates ineffective organization. The response is just one paragraph, containing an introduction, a list of ideas, and a conclusion. The writing demonstrates limited and ineffective transitional elements. The writer uses pronouns and simplistic phrases as transitional elements (e.g., “She is” and “She dose’nt”). The writing demonstrates ineffective sentence structures (e.g., “She is very fun and dose stuff with us”).

1 Conventions

The writing demonstrates lack of control in grammar and usage. Grammatical errors include an incorrect adjective, “helping” instead of “helpful.” The writing demonstrates ineffective word choice (e.g., “stuff”). The writing demonstrates lack of control of correctness. The writer misspells simple words: “dose” instead of “does” and “would” instead of “world.” The writer correctly capitalizes first words in sentences. The response contains one punctuation error. There is no period at the end of the sentence “She is very fun and dose stuff with us”.

Student Response

Score: 0-0-1

I would vote for the teachers because
with out them we would not know what
we know now the teachers it may have
been through a lot of experiments. So if
any body know alot as the teachers
Just think about what all the have Don
for us.

Annotation

0 Content

The writing lacks purpose. The writer does not follow the directions of the prompt, which instructs students to recommend a teacher for “Favorite Teacher” and to persuade the audience to vote for the teacher. Instead, the writer includes statements about the general importance of teachers (e.g., “I would vote for the teachers because without them we would not know what we know nawe”). The writer lacks awareness of the audience’s need for information to communicate the purpose and meaning. The writing lacks idea development and provides random details unrelated to the writing task (e.g., “so if any Body knows a lot :As the teachers. Just think about what al the have Don for us”).

0 Structure

The writing demonstrates random organization. The response is just one paragraph without an introduction and conclusion or structure of any kind to support the transactive purpose of the writing task. The writing lacks transitional elements. It demonstrates incorrect sentence structure throughout (e.g., “so if any Body knows a lot :As the teachers”).

1 Conventions

The writing demonstrates lack of control in grammar and usage (e.g., “Just think about what al the have Don for us”). The writing demonstrates incorrect and ineffective word choice (e.g., “experiments,” “we would not know what we know nawe”). The writing demonstrates lack of control in correctness. Spelling errors are numerous (e.g., “any Body” instead of “anybody,” “fore” instead of “for,” “Don” instead of “done”). The writer demonstrates incorrect punctuation (e.g., “so if any Body knows a lot :As the teachers.”) and capitalization (e.g., “the teachers I say have been through a lot of experiments”).

Grade 5 Multiple Choice

This part of the test contains three reading selections with a total of twelve multiple-choice questions. Please mark your answer for each multiple-choice question in the space provided in your Student Response Booklet (Writing – Part A). Mark only one answer for each question. If you do not know the answer, make your best guess.

DO NOT WRITE ANY ANSWERS IN THIS TEST BOOKLET. WHEN YOU FINISH, DO NOT WORK ON ANY OTHER PART OF THE TEST.

One of Tommy's classmates is sick and has to stay out of school for a few weeks. Tommy's teacher asked each student to write a get-well letter. Tommy wrote a rough draft of his letter. Now he needs help revising and editing it. Read Tommy's draft and answer the questions that follow.

1 Dear Josh,

2 I'm sorry that you have the measles. I hope you get better soon. It's not as much fun here
3 without you.

4 Without you on our softball team at school, the other team is winning without you. Yesterday,
5 we lost at kickball. The day before, we lost at relay races. Come back soon so we can start
6 winning again!

7 So, have you been watching a lot of television I am sending you some stuff to read with this
8 letter so you won't get bored. I read it already.

9 School is going okay. in math, we're learning fractions. It's kind of fun. In language arts, we
10 are reading folktales and we have to write our own. In science, we are learning about reptiles.
11 Jonas brought in his pet iguana to show the class. It looked like a mini-dinosaur.

12 It's too bad youre sick, but at least you won't have to be in the chorus. On Friday, Ms. Kahn
13 is giving us new music. Next week in P.E. we have to learn how to do a dance called the polka.
14 I almost wish I had the measles, too!

15 I hope you get well soon. It's more fun with you here. I hope I see you one of these days.

16 Your friend,

17 Tommy

Mark your answer choices for multiple-choice questions 1 through 4 in the spaces provided in your Student Response Booklet (Writing – Part A).

1. Choose the correct way to rewrite this sentence from line 4.

Without you on our softball team at school, the other team is winning without you.

- A. Our softball team is at school, and the other team is winning.
- B. Without you on our softball team at school without you, the other team is winning.
- C. Without you on our softball team at school, the other team is winning.
- D. No change is needed.

2. Choose the correct way to punctuate the underlined part of this sentence from line 7.

So, have you been watching a lot of television

- A. television.
- B. television?
- C. television!
- D. No change is needed.

3. Choose the correct way to write these sentences from line 9.

School is going okay. in math, we're learning fractions.

- A. School is going okay. In math, we're learning fractions.
- B. school is going okay. in math, we're learning fractions.
- C. school is going okay. In math, we're learning fractions.
- D. No change is needed.

4. Choose the correct way to spell the underlined word in this sentence from line 12.

It's too bad youre sick, but at least you won't have to be in the chorus.

- A. you're
- B. your
- C. yore
- D. No change is needed.